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ABSTRACT

The Washington State English as a Second Language (ESL) Master Plan, part of the Adult Refugee Project, is designed for use by program administrators and instructors in planning institutional curricula. Program goals are the following: (1) enable refugees to reach a level of English usage and cultural familiarity that makes them employable; (2) enable refugees to reach a level of English usage that allows participation in vocational training and upgrading programs; (3) provide for English language improvement for employed refugees; and (4) enable refugees to make a contribution to the new society in which they have resettled. The program distinguishes between illiterate, non-Western refugees and those who are literate, somewhat familiar with Western culture, but unable to speak, read or write English. Students are designated as either preliterate, beginning, or intermediate, based on their degree of literacy, familiarity with Western culture, and proficiency in the English language. Students are placed in one of seven skill level groupings, whose educational objectives become progressively more demanding. Specific oral/aural, functional literacy, and pronunciation competencies, referred to as "Benchmarks," are designated for each skill level. Daily lesson planning should maintain a balance between pre-communicative and communicative learning activities. A seven-page inventory of grammatical structures, and samples of a student progress report, and a monthly project report are included in three appendices. (FMW)

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WASHINGTON STATE ADULT REFUGEE PROJECT

ESL MASTER PLAN [REVISED]

GUIDELINES FOR INSTITUTIONAL CURRICULA FOR REFUGEES

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September, 1985

WASHINGTON STATE

ADULT REFUGEE PROJECT

ESL MASTER PLAN

REVISED

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1985, State of Washington

FORWARD

The Washington State ESL Master Plan is a dynamic document which changes to meet the needs of its target population, the refugees. Since its introduction in April 1981, the Master Plan has already undergone one major revision (October 1983). This, then, is its second revision.

This revision is due in part to the addition of non-Southeast Asian refugees to the ESL program. But more importantly, this revision represents the concern of program administrators and instructors who have listened to refugees and their leaders asking for an instructional program which would address not only the functional language needs of the less educated preliterates, but also those of the highly educated literate refugees.

In the fall of 1984, Donn Callaway, an ESL curriculum specialist, was asked to revise the Master Plan. These changes represent his efforts based on reviews of other refugee curricula, meetings with refugees, and especially advice from Sarah Hogan (Seattle Central Community college), Ellie Gerston-Silverstein (Renton Vocational-Technical Institute), Douglas Mayhew (Community Colleges of Spokane), and Deborah Reck and Margo Ingalls-Trevino (Tacoma Community House).

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TABLE OF CONTENTS

Forward i
Table of Contents ii

Purpose, English as a Second Language Defined 1

Using the Master Plan 3
- General Level Definitions
- Considerations
- Placement

Goals and Objectives 11
- Preliterate 1, 2, 3
- Beginning 1, 2, 3
- Intermediate
- Curriculum Planning & Teaching Strategy
- Revision Note

Benchmark Learning Objectives 21
- Preliterate 1, Oral/Aural 23
  - Functional Literacy 25
- Preliterate 2, Oral/Aural 26
  - Functional Literacy 27
- Preliterate 3, Oral/Aural 28
  - Functional Literacy 30

- Beginning 1, Oral/Aural 31
  - Functional Literacy 33
- Beginning 2, Oral/Aural 34
  - Functional Literacy 36
- Beginning 3, Oral/Aural 37
  - Functional Literacy 39

- Intermediate, Oral/Aural 40
  - Functional Literacy 41

- Pronunciation 43

- Appendix 47
  - Inventory of Structures
  - Individual Record Form
  - Refugee Project Monthly Report Form

PURPOSE:

The purpose of the OSPI's Refugee Project is to provide English Language training for eligible adult refugees as defined by the Refugee Act of 1980 (PL 96-212). In Washington State, it has been determined that such language training should provide for the survival of the new Americans in a new, foreign, and sometimes hostile culture.

English as a Second Language (ESL) should:

1. Enable the refugee to reach a level of English usage and cultural familiarity to make the refugee employable;

2. Enable the refugee to reach a level of English usage to participate in vocational training and upgrading programs;

3. Provide for English language improvement, especially for employed refugees; and

4. Enable the refugee to make a contribution to the new society in which the refugee has resettled.

ENGLISH AS A SECOND LANGUAGE DEFINED:

English as a Second Language focuses upon the learner's ability to communicate orally and aurally. It emphasizes literacy skills which are essential for communication and survival in the daily lives of the refugees and those which are essential for employment purposes. As such, ESL should not be "graded" in the formal sense, but should strive to enable the student to master objectives to meet survival and employment needs.

USING THE MASTER PLAN

USING THE MASTER PLAN

The Master Plan recognizes two distinct groups of refugee students--the non-literate, non-Western student and the literate student who is usually somewhat familiar with Western culture, but does not speak, read or write English.

First is the need of peoples from non-literate cultures. These people have strong oral traditions and no written language. Further, they have no formal schooling and little, if any, familiarity with Western culture. These have been termed "Preliterate." Examples include some ethnic Lao, Hmong, Mien, and other "Highland peoples" of Southeast Asia.

To gain some understanding of these non-literate peoples, it is strongly suggested that cultural materials be reviewed by instructors. Two highly recommended productions are the film, Becoming American, and the video-tape, Children of Change. Becoming American is available from Iris Films, 720 West Blaine, Seattle. Children of Change can either be rented or ordered through Instructional Media Services, University of Washington or can be obtained by public schools on a two-week free loan basis through the Adult Refugee Project Office, OSPI.

The second group are individuals who come from cultures with a written language and who may have had some schooling. In many cases, they have had experiences with Western culture, but not necessarily with the English language. These have been termed "Beginning." These include Vietnamese, Cambodian, Lao, ethnic Chinese, Russian, Rumanian, and Polish refugees.

If the individuals in the second group have had previous English training, either in their home countries or in the camps, they may be termed "Intermediate." These individuals arrive in the United states knowing how to express their basic needs and extract some information from newspapers.

GENERAL LEVEL DEFINITIONS

Preliterate:

* Comes from a non-literate culture
* Lacks familiarity with Western culture
* Little or no formal education
* Does not recognize written Roman alphabet
* Unable to read and comprehend simple sentences related to immediate personal needs
* Displays no measurable oral communication in English

(Examples: People from the highlands of Southeast Asia and from rural areas of Ethiopia)

Beginning:

* May come from a literate culture
* Has some familiarity with Western culture
* May be literate in their language
* Has some formal education in their own language
* Recognizes written Roman alphabet
* Able to read and comprehend simple sentences related to immediate personal needs
* May provide some oral and written communication in English with difficulty

(Examples: Chinese, Polish, Ethiopians, Cubans, and urban people of Laos, Cambodia, or Vietnam)

Intermediate:

* Has some familiarity with Western culture
* Has some formal education in own language and in English
* Able to read and comprehend some simplified materials in English
* Able to perform most daily writing tasks in a familiar context

(Examples: Chinese, Polish, Ethiopians, Russians, and urban people of Laos, Cambodia, or Vietnam)

CONSIDERATIONS

The precise level where a student would be placed and the time frame for completing a level will depend upon the following factors, regardless of the general categorization of the student as Preliterate, Beginning, or Intermediate.

Individualized Learning Style. This is affected by:

* Age
* Personal plans and goals
* Employment status
* Health
* Family situation
* Experience with formal educational practices

Degree of Acculturation. This is affected by:

* Experience with Western culture in their native country
* Amount of schooling in their native country and/or refugee camp
* Socio-economic status in their native country
* Location of resettlement in Washington State
* Amount of interaction with English speakers

Classroom Situation. This is affected by:

* Number of hours per week of ESL
* Number of other students in the same class
* Levels of students in the same class
* Length and time of day of the class
* Goals of the classroom instructor, including general organization and methods utilized
* Number of instructors and instructional assistants (i.e., aides and volunteers) in the class

PLACEMENT

Most ESL classes do not have sufficient numbers to homogeneously group students by ability level. Therefore, care needs to be taken to properly assess and place students. In order to do this, OSPI has developed an ESL Oral Placement Test and an English Skills Achievement Test battery. These tests will allow administrators and instructors to properly place students according to the Benchmark Learning Objective Levels.

The final version of the ESL Oral Placement Test and the validated versions of the English Skills Achievement Tests for the Preliterate and Beginning Levels will be available in Fall 1985. A field test version of the English Skills Achievement Test for the Intermediate level should be available in late Fall 1985.

GOALS & OBJECTIVES

GOALS & OBJECTIVES

PRELITERATE

LEVEL I: Upon completing this level, the student will be able to:

* Understand carefully phrased, simple sentences in controlled classroom settings, but not in everyday or job situations
* Express some simple needs in very short phrases or sentences in a controlled environment
* Read some familiar and common sight words and symbols

LEVEL II: Upon completing this level, the student will be able to:

* Understand carefully phrased, simple sentences in classroom settings and in some everyday or job situations
* Express most needs in short phrases and sentences with considerable difficulty
* Read many familiar and common sight words and symbols

LEVEL III: Upon completing this level, the student will be able to:

* Express him/herself in phrases or simple sentences in everyday situations and in some job settings with great difficulty
* Express him/herself with great difficulty in a simple conversation with a native speaker
* Read and write very simple phrases in controlled classroom situations and in some job settings

BEGINNING

LEVEL I: Upon completing this level, the student will be able to:

* Express needs in most everyday situations and in some job settings with great difficulty
* Converse with difficulty with native English speaker using some appropriate phrases and short sentences
* Converse with some students at this level in English with great difficulty
* Read and write simple phrases and sentences in controlled classroom situations and in some job settings

LEVEL II: Upon completing this level, the student will be able to:

* Express needs in most everyday situations and on the job, but may need assistance in a complex situation
* Converse with a native English speaker with appropriate phrases and sentences
* Converse with some students at this level in English with difficulty
* Read and write simple sentences in some everyday and job settings with assistance

LEVEL III: Upon completing this level, the student will be able to:

* Express and respond with some hesitation to most native English speakers in everyday and job settings
* Can understand some pre-recorded or televised job announcements and special offers
* Can extract some written information from popular magazines and newspapers

INTERMEDIATE

Upon completing this level, the student will be able to:

* Express and respond to most native English speakers in conversations on non-technical subjects and on topics of particular interest
* Can understand and talk about some popular television shows and special announcements, such as traffic and weather alerts
* Can extract some written information from manuals, training materials, and newspapers written in "plain" English

CURRICULUM PLANNING & TEACHING STRATEGY

Program administrators and instructors should plan the institutional curriculum to ensure that all Benchmarks are covered during the student's enrollment in the Adult Refugee ESL program. In general, institutional curriculum writers should consider the following:

* The Benchmark competencies should be introduced at the appropriate level with some competencies being reviewed at higher levels.

* The Benchmark should be covered in cyclical (rather than linear) fashion. They should be introduced in one lesson but not drilled for mastery at that time. The same Benchmarks should be covered in the context of other lessons and reintroduced at regular intervals until the instructor is satisfied that most students have mastered them. For example, colors may be taught with color chips in one lesson and practiced again in lessons on clothing and food items.

* The Benchmark pronunciation competencies should be cycled through, as appropriate, in <u>each</u> level.

* The language skills, which are to be acquired, should enable the student to continue to learn English after leaving the program and to enter and climb the job ladder.

In preparing daily lesson plans to meet the institutional curriculum objectives, instructors should maintain a balance between pre-communicative learning activities and communicative ones.

Pre-communicative learning activities are those pieces of cultural knowledge and specific skills which compose the communicative activity. Examples of pre-communicative activities are procedures for ordering in a restaurant, distinguishing between the /s/ and /z/, or controlling the simple present form of regular verbs.

The communicative learning activites integrate the pre-communicative knowledge and skills into specific functional situations. The student, therefore, does not only get the meaning across, but also adjusts his/her language to specific contexts and relationships. For example, the student could role-play ordering food in a fast food restaurant or in a non-fast food restaurant.

Finally, instructors should continually keep track of each student's progress, so that feedback can be given to the student, that adequate information can be passed on to succeeding teachers, and that complete records can be maintained in institutional files.

The ESL Master Plan is <u>not</u> your institution's semi-intensive or intensive curriculum. The Master Plan is a guideline to provide direction in developing your own institutional curriculum.

NOTE:
FIRST TIME USERS OF THE WASHINGTON STATE ADULT REFUGEE PROJECT ESL MASTER PLAN CAN USE THIS 1985 REVISION AS AN INDEPENDENT DOCUMENT TO GUIDE THEM IN DEVELOPING THEIR INSTITUTIONAL CURRICULA. THEY CAN IGNORE THE REVISION NOTES THAT REFER TO THE <u>1983 ESL MASTER PLAN</u>.

REVISION NOTE

To ensure that administrators and instructors can easily read and restructure their existing institutional curricula and lesson plans, the original numbering of learning objectives in the 1983 ESL Master Plan has been maintained. In this version, changes are indicated with the following codes:

An asterisk (*) before an objective number indicates that this objective has been reworded for clarification purposes or it is a new objective being added.

The phrase "MOVED TO" after an asterisked objective number indicates that this objective has been moved to either a higher or lower Benchmark level.

The word "DELETED" after an asterisked objective number indicates that this objective has been removed from the curriculum guidelines.

EXAMPLES:

Preliterate I

1985 *O/A 3 Identify and state the names of cardinal numbers from 0-100.

1983 O/A 3 Identify and state the names of the cardinal numbers from 0-10.

Preliterate II

1985 *O/A 10 MOVED TO PRELITERATE I: O/A 22.

1983 O/A 10 Identify and name common shapes (e.g., straight, round, crooked, square).

Preliterate III

1985 *O/A 14 and *O/A 15 DELETED from the Master Plan.

1983 O/A 14 Use simple conditionals in statements and questions.

1983 O/A 15 Make statements with subject/verb/number agreement.

BENCHMARK LEARNING OBJECTIVES

PRELITERATE I

ORAL/AURAL

The student is able to:

*O/A 1 Make statements and ask questions related to personal and family information.

O/A 2 Exchange simple, common expressions of greeting and leave-taking.

*O/A 3 Identify and state the names of cardinal numbers from 0-100.

O/A 4 Identify and state the names of the letters of the alphabet.

O/A 5 Follow one-step directions and commands (e.g., come in, put it down).

O/A 6 Ask and respond to questions about time.

O/A 7 Identify and count currency.

O/A 8 Make statements and ask questions about health problems and states of being (e.g., I'm tired, My _____ hurts).

*O/A 9 Ask and respond to yes/no questions which verify family information, directions, time, money amounts, health problems, parts of the body, colors, sizes, and/or shapes.

*O/A 10 Identify and name the basic colors (e.g., red, blue, yellow, green, orange, black, white).

O/A 11 Identify and name basic sizes (e.g., big, small).

O/A 12 Identify and name basic body parts.

O/A 13 Identify days of week in order.

*O/A 14 Ask and respond to who, what, when, where, and how many requests.

*O/A 15 Ask and respond to questions using common action verbs in the simple present and present continuous tenses (e.g., come, go, put, bring, buy, give, take, open, close).

O/A 16 Respond to questions about weather (e.g., rain, cold, snow).

*O/A 17 Indicate lack of understanding or need for repetition (e.g., "I don't understand," "Please, repeat").

*O/A 18 Identify and inquire about classroom objects.

*O/A 19 Use personal pronouns and possessive pronouns and adjectives.

*O/A 20 Use the demonstratives (e.g., this, that, these, those) in questions and statements of identification (e.g., "Is this your eraser?" "That's a pencil.").

*O/A 21 Ask and respond to information questions and requests using "be," "do," and/or "have."

*O/A 22 Identify and name basic shapes (e.g., straight, round, crooked, square).

*O/A 23 Pronounce, spell, and recognize the oral spelling of personal and family name.

PRELITERATE I

FUNCTIONAL LITERACY

The student is able to:

L 1 Read, write, and sequence the cardinal numbers from 0-100.

L 2 Read, write, and sequence the letters of the alphabet in upper and lower cases.

*L 3 Read and explain basic sight words, sign words, and/or symbols (e.g., men, women, stop, don't walk).

L 4 Recognize and write basic personal family information (e.g., name, address, phone number, social security number).

*L 5 Name and print the letter commonly associated with the sound of a consonant (C) appearing in initial, medial, and final position.

*L 6 Read, write, and sequence the days of the week; include the appropriate abbreviations (e.g., Mon., M., Tues, T.).

L 7 Read and write money amounts.

L 8 Read and write digital time.

*L 9 Name and print the letter commonly associated with the sound of a short vowel (V) appearing in initial, medial, and final position.

*L 10 Produce the sound of the individual consonants when visually represented in initial, medial, and final positions (e.g., C-V; V-C-V; V-C).

*L 11 Produce the sound of individual short vowels (V) when visually represented in initial, medial, and final position (e.g., V-C; C-V-C; C-V).

*L 12 Compute up to two-digit addition and subtraction problems.

PRELITERATE II

ORAL/AURAL

The student is able to:

*O/A 1 Identify situation where apologies and thanks are appropriate and provide appropriate responses.

*O/A 2 Identify and name the cardinal numbers from 0-1000, and the ordinal numbers from 1-31.

*O/A 3 Give and follow simple location directions (e.g., turn right, go straight, north, south, east, west).

*O/A 4 Ask and describe locations using prepositions (e.g., in, on, over, under, above, next to).

*O/A 5 Ask and respond to "or" questions indicating "likes" or "needs."

*O/A 6 MOVE TO PRELITERATE I: O/A 19.

*O/A 7 State the months of the year in sequence.

*O/A 8 Ask and respond to questions using common action verbs in the simple past tense (e.g., came, went, gave, took, closed, fixed, washed).

*O/A 9 Use "going to," "gonna," and/or "will" to describe future actions.

*O/A 10 MOVED TO PRELITERATE I: O/A 22.

O/A 11 Make statements and ask questions about food (e.g., shopping, vending machines, cooking).

O/A 12 Make statements and ask questions about clothing (e.g., work, clothes, safety, care).

*O/A 13 Identify extended family relationships (e.g., cousins, aunts, uncles).

O/A 14 Name common occupations and tools.

*O/A 15 Describe common activities and/or duties associated with entry level jobs (e.g., "He can cook." "She hammers.").

*O/A 16 Identify and use common measurements of weight, distance, and volume (e.g., ounces, pounds, kilograms, inches, feet, yards, meters, teaspoon, tablespoon, cup, quart, gallon, liter.

PRELITERATE II

FUNCTIONAL LITERACY

The student is able to:

L 1 Compute up to four-digit addition and subtraction problems (e.g., making change).

*L 2 Read, write, and sequence the months, including their abbreviations (e.g., Jan., Feb., Sept.).

L 3 Read, write, and sequence ordinal numbers (e.g., 10th, 103rd St.).

*L 4 Extract basic location information from simplified city street maps.

*L 5 Extract arrival and departure information from timetables (e.g., bus schedule).

*L 6 Name and print the letter commonly associated with the sound of a long vowel (V) appearing in initial, medial, and final position.

*L 7 Produce the sound of individual long vowels when visually represented in initial, medial, and final position (e.g., V-C; C-V-C; C-V).

*L 8 Name and print the letters associated with the sound of each consonant blend (e.g., bl, pl, cl, cr, fl, sp).

*L 9 Produce the sound of each consonant blend when visually represented with a vowel.

*L 10 Name and print the letters associated with the sound of each consonant diagraph (e.g., ch, th, sh, wh).

*L 11 Produce the sound of each consonant diagraph when visually represented with a vowel.

*L 12 Read and write common abbreviations for measurements of distance, weight, and volume (e.g. ft., lb., tsp., gal.).

PRELITERATE III

ORAL/AURAL

The student is able to:

*O/A 1 Initiate and respond in short "small talk" exchanges, including talking about the weather, weekend activities, the family, and sports.

*O/A 2 Provide and request simple information over the telephone, especially in emergency situations.

O/A 3 Explain personal skills and interests (e.g., "I'm a good gardener," "I can weld").

O/A 4 Explain a simple problem (e.g., "It doesn't work," "It's stuck," "It's broken").

O/A 5 Follow three- to five-step instructions (e.g., take out . . . then . . . next . . .).

O/A 6 Ask for clarification of instructions (e.g., "Did you say _____?" "Please repeat").

*O/A 7 MOVED TO PRELITERATE II: O/A 16.

*O/A 8 Ask and respond to questions about work schedule and salary (e.g., shifts, overtime, payday, timecards, paycheck).

*O/A 9 To ask for clarification and follow instructions for taking medicine and using a treatment plan (e.g., "How often _____?" "How many _____?" "Take two tablets.").

O/A 10 Use and respond to common expressions associated with the Washington State Driver's Examination (e.g., the road test).

*O/A 11 Ask questions about benefits (e.g., health insurance, vacation and holidays, sick leave).

*O/A 12 Use the present perfect tense to state that something has happened, to report job progress, or to report an accident (e.g., "The power has stopped." "I have finished my work." "I've cut my hand.").

*O/A 13 Express dissatisfaction using appropriate channels at work (e.g., "I have a problem with my work schedule." "I'd like to change to the swing shift." "I think there is a mistake here.").

*O/A 14 and *O/A 15 DELETED.

O/A 16 Identify and name common occupations and make simple statements describing duties of jobs (e.g., "He can cook." "He cooks.").

O/A 17 Use adverbs denoting frequency or time in statements and questions (e.g., "How often?" "Always.").

O/A 18 Use simple comparison adjectives and adverbs in statements and questions.

*O/A 19 Express and respond to compliments and criticism (e.g., "Good job!" "You look good today." "That's wrong." "Thanks." "I'll try it again.").

O/A 20 Extract basic information from a common map (e.g., city or state).

*O/A 21 DELETED.

*O/A 22 Ask for corrections and give explanations for a mistake (e.g., "Can you check this for me?" "Is this right?" "This isn't right." "Are these the same?" "These aren't the same.").

*O/A 23 Provide and respond to warning of safety in dangerous situations (e.g., "Watch out!" "Look out!" "Fire!").

PRELITERATE III

FUNCTIONAL LITERACY

The student is able to:

L 1 Read and write simple sentences and questions.

L 2 Read household bills (e.g., date due, balance).

L 3 Sequence and sort alphabetically and numerically (e.g., list of names, numbers).

*L 4 Read and explain the meaning of safety warnings and signs and labels (e.g., "No Smoking," "Do Not Enter," "Poison," "Take Two Tablets").

L 5 Read and write basic appointment information (e.g., date, time, place).

L 6 MOVED TO PRELITERATE II: L 12.

*L 7 Read and interpret work schedules and simple rules (e.g., shift changes, sick leave policies).

L 8 Read and follow simply written, sequential directions (up to three steps).

*L 9 Write and endorse checks or money orders.

*L 10 Read and interpret simple diagrams and city maps.

L 11 Obtain information from directories (e.g., yellow or white pages, doctors).

*L 12 Read and extract details from job announcements.

*L 13 Read and write simple notices (e.g., "Out of Order," "Back at 3:00").

*L 14 Name and print the letters commonly associated with the sound of each diphthong (e.g., au, ow, oi, oy).

*L 15 Produce the sound of each diphthong when visually represented in initial, medial, and final position.

*L 16 Name and print the letters commonly associated with the sound of consonant clusters appearing in initial, medial, and final positions (e.g., str, spr, spl, scr).

*L 17 Produce the sound of the consonant clusters when visually represented.

BEGINNING I

ORAL/AURAL

The student is able to:

O/A 1 Make a statement and ask questions related to personal or family information.

O/A 2 Exchange greetings, apologies, and leave-takings in formal and informal situations (e.g., job interview, friendly visit).

O/A 3 Give and follow simple location directives including negatives (e.g., turn right, upper left, top shelf).

O/A 4 Give and follow one-step directives including negatives (e.g., stand up, pick up, don't touch, throw away).

O/A 5 Give and follow sequenced directives including negatives (e.g., changing vacuum cleaner bag, before, after, next, then, after that).

*O/A 6 Make statements and ask questions about U.S. currency (e.g., identify coins, make change).

O/A 7 Make statements and ask questions about U.S. currency (e.g., identify coins, change, tax, paycheck, withholding).

*O/A 8 Ask and respond to yes/no questions and wh-questions.

O/A 9 Request and clarify need for assistance (e.g., "I don't know how . . ." "How do you do this?" "Is this right?").

O/A 10 Provide basic emergency information over the telephone and in person.

O/A 11 Recognize and use cardinal numbers 1-1,000 and ordinals 1-31.

*O/A 12 MOVED TO BEGINNING II: O/A 19.

O/A 13 Use practical weather vocabulary (e.g., storm, sunny day, ice).

O/A 14 Make statements and ask questions in simple present and present continuous tenses, using work related action verbs and the verb "to be."

O/A 15 Make statements and ask questions about common measurements (e.g., weight, distance, size).

O/A 16 Make statements and ask questions about clothing (e.g., work clothes, safety, care).

O/A 17 Make statements and ask questions about food (e.g., shopping, vending machines, cooking).

O/A 18 Use personal and possessive pronouns in statements and questions.

O/A 19 Name common occupations, main duties, and their associated common tools.

O/A 20 Use basic shapes and color vocabulary (e.g., straight, round, dark blue).

*O/A 21 Attract attention and make a request.

BEGINNING I

FUNCTIONAL LITERACY

The student is able to:

L 1 Read, write, and sequence cardinal numbers 0-1,000 and ordinals 1-31.

*L 2 DELETED.

L 3 Read and recognize money amounts.

L 4 Read basic employment application sight words.

L 5 Read basic traffic and safety sight words (e.g., poison, do not enter, no smoking).

*L 6 Read and answer yes/no questions and wh-questions.

L 7 Extract basic information from maps, timetables, and calendars.

L 8 Read and fill out simple applications.

L 9 DELETED.

*L 10 Compute addition and subtraction problems up to two-digits.

L 11 MOVED TO BEGINNING II: L 13.

L 12 Read and write digital time (e.g., 8:30 p.m.).

L 13 Read, write, and sequence letters of the alphabet.

L 14 Read and write words in upper and lower case in printed form.

L 15 Read and write words in upper and lower case in cursive form.

L 16 Sort and sequence mail, invoices, and file records.

L 17 Identify company, date, time, service period, and/or amount due on household bills (e.g., gas, electric, water, and telephone).

L 18 Identify the items purchased and their prices on a grocery store or department store receipt.

L 19 Read and pronounce new words applying phonics.

BEGINNING II

ORAL/AURAL

The student is able to:

O/A 1 State and respond to common oral instructions used during the Washington State Driver's License Examination.

*O/A 2 State and follow the steps in a complex process of five to seven steps (e.g., clean a household appliance, assemble a toy or a piece of equipment, set a multi-functioned watch).

O/A 3 Obtain information over the phone (e.g., job inquiries, directory assistance, working hours, appointment).

*O/A 4 State and follow common medical and safety instructions (e.g., treatment plan, dosages, warning labels).

*O/A 5 Notify and state reasons for absence from work or school for self and child.

*O/A 6 Give and respond to warnings (e.g., "Watch out!" "Don't touch!" "Stop!").

*O/A 7 Identify, state, and/or follow on-the-job rules and school regulations.

*O/A 8 Make statements and ask questions using common action verbs and "be" and "do" in simple present and present continuous tenses.

*O/A 9 DELETED.

*O/A 10 MOVED TO BEGINNING II FUNCTIONAL LITERACY: L 15.

O/A 11 State personal skills and interests (e.g., "I can . . ." "I don't like . . ." "I have done . . . before.").

*O/A 12 Respond to and state an adverbial phrase denoting a complex time sequence (e.g., "Did you finish it before going to school?" "No, I finished it after I came home.").

O/A 13 DELETED.

*O/A 14 Use adverbs denoting frequency and time (e.g., sometimes, usually, always, seldom).

*O/A 15 MOVED TO BEGINNING III: O/A 18.

O/A 16 DELETED.

*O/A 17 Make, accept, or reject a request using the modals can, could, or would in the affirmative and negative forms.

*O/A 18 Ask and respond to questions about paychecks, withholding, and sales tax.

*O/A 19 Initiate a "small talk" conversation (e.g., ask about the weather or ask about the family or friends).

*O/A 20 Make, change, or cancel an appointment over the telephone.

*O/A 21 Ask and respond to or-questions.

BEGINNING II

FUNCTIONAL LITERACY

The student is able to:

*L 1	Read and complete time cards or time sheets.
*L 2	Read and explain on-the-job and school rules.
L 3	Read work schedules and common paperwork forms (e.g., shift information, change of address).
*L 4	Interpret and question mistakes on common household bills (e.g., amount past due, incorrect telephone charge).
*L 5	Read and extract information from job descriptions and announcements (e.g., title, qualifications, deadlines, how to apply).
L 6	Read warning labels, safety warnings, and common medical instructions.
L 7	Obtain information from lists and directories (e.g., telephone book, building directories).
L 8	Write simple explanatory messages (e.g., why child is absent, how equipment was broken).
L 9	Read and follow simply written sequential instructions.
*L 10	MOVED TO BEGINNING I: L 16.
*L 11	DELETED.
L 12	Write instructions given orally (e.g., go straight two blocks, take exit 17).
*L 13	Accept and transcribe a basic telephone message.
*L 14	Compute addition and subtraction problems up to four digits.
*L 15	Read and state common measurements (e.g., 2" x 4" on simple diagrams, weights on packages or scales, recipe proportions).
*L 16	Read and pronounce new words using phonics.

BEGINNING III

ORAL/AURAL

The student is able to:

O/A 1 Express needs and/or dissatisfaction through proper channels.

O/A 2 Ask and respond to appropriate questions and use complex statements in employment interviews (e.g., "What are the benefits for which I qualify?" "What's the sick leave policy?").

O/A 3 Ask and respond appropriately to lay-offs or to dismissal from work (e.g., ask for clarification: "Why are you letting me go?").

O/A 4 Ask for and respond to complex instructions and clarification from a supervisor (e.g., "Do you want me to . . .?" "How should I . . .?" "Why isn't this working?").

*O/A 5 Identify and explain mistakes or errors (e.g., "I forgot to . . ." "When I do this, this happens . . .").

O/A 6 Describe personal aptitudes, skills, and work experience in detail.

*O/A 7 MOVED TO INTERMEDIATE: O/A 13.

O/A 8 Ask for references and job referrals from present or past employers.

O/A 9 Ask and respond appropriately to tag questions (e.g., "You weren't here yesterday, were you?" "No, I wasn't.").

O/A 10 Ask questions about and discuss employment policies (e.g., commissions, benefits, overtime).

O/A 11 MOVED TO INTERMEDIATE: O/A 3 and O/A 4.

*O/A 12 DELETED.

*O/A 13 DELETED.

O/A 14 Use the present perfect tense in questions and statements.

O/A 15 Ask questions about the requirements for unemployment compensation.

*O/A 16 DELETED.

*O/A 17 MOVED TO INTERMEDIATE: O/A 2.

*O/A 18 Make and accept or reject a suggestion or some advice.

*O/A 19 Ask for and agree or disagree with an opinion.

*O/A 20 Use the simple past tense in making statements and questions.

*O/A 21 Report an accident, injury, or incident (e.g., describe cause, results, location).

BEGINNING III

FUNCTIONAL LITERACY

The student is able to:

L 1 Read and write simple messages.

L 2 Complete forms (e.g., applications, unemployment).

L 3 Read and extract detailed information from job descriptions and announcements.

*L 4 Transcribe detailed oral messages (e.g., complex instructions, information on a car for sale or an apartment for rent).

*L 5 MOVED TO INTERMEDIATE: L 7.

L 6 Read simple diagrams and passages (e.g., form work manuals, schedules, maps).

*L 7 Locate and interpret information in local resources (e.g., telephone book, newspapers).

*L 8 Complete basic police and/or insurance reports (e.g., describe an accident, injury, or theft).

*L 9 MOVED TO INTERMEDIATE: L 2, L 4, and L 8.

*L 10 MOVED TO INTERMEDIATE: L 4.

*L 11 Identify and interpret product warranties.

*L 12 Determine meaning and pronunciation or verify spelling of words by using a dictionary.

*L 13 Determine the meaning of words by using context clues (e.g., dashes, commas, parentheses, descriptions, or examples).

*L 14 Complete a personal inventory of skills and abilities.

INTERMEDIATE

ORAL/AURAL

The student is able to:

O/A 1 Obtain information from and restate or respond to a radio or television announcement and a pre-recorded telephone message.

O/A 2 Discuss job advancement or training opportunities with a supervisor or a counselor (e.g., skills needed for advancement, requirements for admission to training, or requirements for obtaining financial aid).

O/A 3 Ask and give appropriate reasons for a promotion and a raise.

O/A 4 State and support a grievance.

O/A 5 Cope and respond to another person's anger.

O/A 6 Explain a technique or operation of a complicated machine (e.g., drill press, power sewing machine).

O/A 7 Discuss and exchange opinions on sports events, television shows, movies, and worksite concerns.

O/A 8 Explain and compare common practices or activities (e.g., customs, job duties, training programs).

O/A 9 Describe appearance and/or character of self and others (e.g., physical characteristics, clothes, personality, interests, achievements, family, and employment background).

O/A 10 Discuss possible changes in personal, family, or career plans.

O/A 11 Interrupt and bring other people into conversations.

O/A 12 Persuade someone to do something.

O/A 13 State intent and give reasons for quitting job or leaving school.

INTERMEDIATE

FUNCTIONAL LITERACY

The student is able to:

L 1 Transcribe detailed information from a radio or television announcement or a pre-recorded telephone message (e.g., job bulletin or job services hotline).

L 2 Interpret, explain and/or question personnel policies and benefit documents written in "plain" English.

L 3 Interpret and demonstrate compliance with safety regulations and licensing requirements (e.g., driving, fishing, and hunting).

L 4 Write a short letter explaining a grievance, asking for a promotion, or resigning.

L 5 Scan and interpret factual newspaper or magazine stories (e.g., reports on robberies, sports, or services).

L 6 Interpret, explain, and ask questions about entry-level audio-visual and written training materials.

L 7 Write a resume.

L 8 Interpret job announcements comparing and categorizing titles, duties, salaries, education, experience, and advancement opportunities.

L 9 Locate materials in a card catalog or in an inventory file.

L 10 Take a pencil and paper test properly.

L 11 Recognize and determine word meaning from common roots and prefixes.

L 12 Recognize and determine word function from common suffixes.

ALL LEVELS

PRONUNCIATION

(NOTE: NOT ALL SOUNDS ARE PROBLEMS FOR ALL STUDENTS. CONCENTRATE ON THOSE SOUNDS WHICH POSE PARTICULAR DIFFICULTIES FOR YOUR STUDENTS AND ONLY WORK ON THEM WHEN THEY OCCUR NATURALLY IN A LESSON. IF YOU ARE NOT SURE WHICH SOUNDS CAUSE PROBLEMS, CHECK PRONUNCIATION CONTRASTS IN ENGLISH, NILSEN AND NILSEN, REGENTS, OR THE PD'S, TRAEGER-CROWELL AND COOK-HENDERSON, PRENTICE-HALL.)

The student is able to:

P 1 Discriminate between and produce consonant sounds in initial, medial, and final positions:

a. Plosives: /p/, /b/, /t/, /d/, /k/, /g/

b. Fricatives: /s/, /z/, /sh/, zh/, /f/, /v/, /dh/, /h/

c. Affricates: /ch/, /j/

d. Nasals: /m/, /n/, /ng/

e. Laterals and Glides: /l/, /w/, /hw/, /r/, /y/

P 2 Discriminate between and produce the vowel sounds in initial, medial, and final positions:

a. Short vowels

b. Long vowels

c. Diphthongs

P 3 Determine and identify the number of syllables in a word.

P 4 Recognize, associate, and produce the appropriate plural or possessive /s/ sound with nouns:

a. /s/ with /p/, /t/, /k/, /f/, /th/

b. /iz/ with /s/, /z/, /sh/

c. /z/ with all vowels, /b/, /d/, /g/, /v/, /dh/, /m/, /n/, /ng/, /l/, /r/

P 5 Recognize, associate, and produce the appropriate past tense ending with regular verbs:

a. /id/ with /t/, and /d/

b. /t/ with /p/, /ch/, /k/, /th/, /s/, /sh/

c. /d/ with all vowels, /b/, /j/, /g/, /v/, /dh/, /m/, /n/, /ng/, /l/, /r/, /zh/

P 6 Recognize and imitate stress patterns (pitch, length, and clarity) for formulaic questions and statements (e.g., "Hello," "How are you?," "Good morning").

P 7 Recognize and place stress on syllables.

P 8 Recognize and change pitch (rising and falling) when instructed.

P 9 Distinguish between and identify clear and unclear vowels.

P 10 Recognize and produce command intonation.

P 11 Recognize and produce yes/no question intonation.

P 12 Recognize and produce statement intonation.

P 13 Recognize and produce wh-information question intonation.

P 14 Transcribe and state number series grouped in appropriate patterns (e.g., telephone numbers, addresses, social security numbers).

P 15 Recognize and apply appropriate stress patterns (e.g., pattern differences that determine grammatical function).

P 16 Recognize and produce unstressed forms of certain words in informal or rapid speech (e.g., contractions, dropped 'h', gonna, wanna, ya).

P 17 Recognize and produce basic sentence emphasis patterns (e.g., content words emphasized and structure words not emphasized).

P 18 Identify and respond to change of emphasis within a sentence.

P 19 Produce sentences with changed emphasis patterns for specific purposes (e.g., clarification, anger, surprise).

P 20 Recognize and apply pauses and pitch changes to indicate the end of thought groups (e.g., telephone numbers, equations, compound sentences).

P 21 Recognize and produce linked words and expressions:

a. Vowel to another vowel (e.g., may I, my apple, she is).

b. Continuant to a vowel (e.g., turn on, pull over, share it). (Continuants are nasals, laterals, and glides.)

c. Stop to a vowel (e.g., keep out, stick up, thank you). (Stops are plosives, fricatives, and affricates.)

d. Stop to the same stop (e.g., keep pushing, pulled down).

P 22 Recognize and self-correct own pronounciation errors.

APPENDIX

INVENTORY OF STRUCTURES

The grammatical structures were determined on the basis of appropriateness of use with the benchmarks being taught. These structures are suggestions. Institutional curriculum planners should decide when or if instruction on specific grammar points should be given.

PRELITERATE 1

Sentence Types
-Simple statements with "be" and action verbs
-Simple commands
-Simple questions with "be" and action verbs
-Wh-questions (who, what, when, where, how much)
-Yes/No questions
-Long and short answers, affirmative and negative, with "be"
-Short answers, affirmative and negative, with action verbs

Nouns
-Singular/Plural
-Possessive
-Count and noncount

Pronouns
-Demonstratives (this, that, these, those)
-Personal: subject, object
-Possessive (mine, yours, his, hers, its, ours, theirs)

Verbs
-Present: simple
-Contracted forms of "be" and "not"

Modals
-Ability (can)
-Request (can, could, would)

Adjectives
Possessive (my, your, his, her, its, our, their)
-Quality: shape, color, size
-Quantity: number

Adverbs
-Place (here, there)

Prepositions
-Destination (from, to)
-Position (on, in, at, under, above, over, next to)
-Time (at, on)

Conjunctions
-Coordinating (and, but)

PRELITERATE 2

Sentence Types
-Simple statements with "be" and action verbs
-Simple commands
-Simple questions with "be" and action verbs
-Wh-questions (who, what, when, where, how much)
-Yes/No questions
-Or-questions
-Long and short answers, affirmative and negative, with "be"
-Short answers, affirmative and negative, with action verbs

Nouns
-Singular/Plural, including irregular plurals
-Possessive
-Count and noncount

Pronouns
-Demonstratives (this, that, these, those)
-Personal: subject, object
-Possessive (mine, yours, his, hers, its, ours, theirs)

Verbs
-Present: simple
-Past: simple
-Future: (be going to)

Modals
-Ability (can)
-Request (can, could, would)

Adjectives
-Possessive (my, your, his, her, its, our, their)
-Quality: shape, color, size
-Quantity: number, indefinite (some, any)

Adverbs
-Place (here, there, near)
-Time (now, later, soon, next, yesterday, tomorrow)

Prepositions
-Destination (from, to)
-Position (on, in, at, under, above, over, next to)
-Time (at, on)

Conjunctions
-Coordinating (and, but)

PRELITERATE 3

Sentence Types
-Simple statements with "be" and action verbs
-Simple commands
-Simple questions with "be" and action verbs
-Wh-questions (who, what, when, where, how much)
-Or-questions
-Yes/No questions
-Long and short answers, affirmative and negative, with "be"
-Short answers, affirmative and negative, with action verbs

Nouns
-Singular/Plural, including irregular plurals
-Possessive
-Count and noncount

Pronouns
-Demonstratives (this, that, these, those)
-Personal: subject, object
-Possessive (mine, yours, his, hers, its, ours, theirs)
-Indefinite (some, one, any)

Verbs
-Present: simple, perfect
-Past: simple, with common irregular forms
-Future: (Going to)

Modals
-Ability (can)
-Request (can, could, would)

Adjectives
-Possessive (my, your, his, her, its, our, their)
-Quality: shape, color, size
-Quantity: number, indefinite (some, any)

Adverbs
-Place (here, there, near)
-Time (now, later, soon, next, yesterday, tomorrow)
-Manner
-Degree (very)
-Frequency (sometimes, never, always)

Prepositions
-Destination (from, to)
-Position (on, in, at, under, above, over, next to)
-Time (at, on)

Conjunctions
-Coordinating (and, but)

BEGINNING 1

Sentence Types
-Simple statements with "be" and action verbs
-Simple commands
-Simple questions with "be" and action verbs
-Wh-questions (who, what, when, where, how much)
-Yes/No questions
-Or-questions
-Long and short answers, affirmative and negative, with "be"
-Short answers, affirmative and negative, with action verbs

Nouns
-Singular/Plural, including irregular plurals
-Possessive
-Count and noncount

Pronouns
-Demonstratives (this, that, these, those)
-Personal: subject, object
-Possessive (mine, yours, his, hers, its, ours, theirs)
-Indefinite (some, one, any)

Verbs
-Present: simple, continuous
-Past: simple, with common irregular forms
-Contracted forms of "be" and "not"

Modals
-Ability (can)
-Request (can, could, would)

Adjectives
-Possessive (my, your, his, her, its, our, their)
-Quality: shape, color, size
-Quantity: number, articles

Adverbs
-Place (here, there, near)
-Time (now, later, soon, next, yesterday, tomorrow)

Prepositions
-Destination (from, to)
-Position (on, in, at, under, above, over, next to)
-Time (at, on)

Conjunctions
-Coordinating (and, but)

BEGINNING 2

Sentence Types
-Simple statements with "be" and action verbs
-Simple questions with "be" and action verbs
-Commands in affirmative and negative
-Wh-questions (who, what, when, where, how much)
-Yes/No questions
-Or-questions

Nouns
-Singular/Plural, including irregular plurals
-Count and noncount
-Possessive

Pronouns
-Demonstratives (this, that, these, those)
-Personal: subject, object
-Possessive (mine, yours, his, hers, its, ours, theirs)

Verbs
-Present: simple, continuous
-Past: simple
-Future: (be going to)
-Contracted forms of "be" and "not"

Modals
-Ability (can, could)
-Obligation (should, had better, must)
-Request (can, could, would)

Adjectives
-Possessive (my, your, his, her, its, our, their)
-Quality: shape, color
-Quantity: number, size, indefinite (some, many, a little)

Adverbs
-Place (here, there, near, behind)
-Time (now, later, soon)

Prepositions
-Destination (from, to)
-Position (on, under, above, in)

Conjunctions
-Coordinating (and, but)

BEGINNING 2

Sentence Types
-Wh-questions (who, what, when, where, how much, why)
-Negative questions
-Yes/No questions
-Tag questions
-Passive Voice with present and past tenses
-Or-questions

Nouns
-Single/Plural, including irregular plural forms
-Count and noncount
-Possessive
-Nouns used as adjectives (shoe store)

Pronouns
-Demonstratives (this, that, these, those)
-Personal: subject, object
-Possessive (mine, yours, his, hers, its, ours, theirs)

Verbs
-Present: simple, continuous, perfect
-Past: simple, continuous
-Future: (be going to, will)
-Contracted forms of "be" and "not"

Modals
-Ability (can, could)
-Obligation (should, had better, must)
-Request (can, could, would)
-Willingess (will, would)

Adjectives
-Possessive (my, your, his, her, its, our, their)
-Quality: (dependable, thorough, dangerous, boring)
-Quantity: number, size, indefinite (some, many, a little), articles

Adverbs
-Comparison
-Degree (very, too)
-Manner
-Place (here, there, near, behind)
-Time (now, later, soon)

Prepositions
-Destination (from, to)
-Position (on, under, above, in)

Conjunctions
-Coordinating (and, but)
-Subordinating (because, since, when, however, although)

INTERMEDIATE

Sentence Types
-Wh-questions (who, what, when, where, how much, why)
-Negative questions
-Indirect questions and statements
-Adjectival and/or relative clauses
-Conditional
-Passive Voice
-Tag questions
-Or-questions

Nouns
-Gerunds
-Nouns used as adjectives (shoe store)

Pronouns
-Demonstratives (this, that, these, those)
-Personal: subject, object
-Possessive (mine, yours, his, hers, its, ours, theirs)

Verbs
-Present: simple, continuous, perfect
-Past: simple, continuous, perfect
-Future: (be going to, will)
-Conditional Voice
-Passive Voice

Modals
-Ability (can, could)
-Obligation (should, had better, must)
-Request (can, could, would, may)
-Willingess (will, would)

Adjectives
-Comparison
-Possessive (my, your, his, her, its, our, their)
-Quality: (insensitive, level-headed)
-Quantity: number, size, indefinite (some, many, a little), articles

Adverbs
-Comparison
-Degree (very, too)
-Manner
-Place (here, there, near, behind)
-Time (just, recently)

Prepositions
-Destination (from, to)
-Position (on, under, above, in)
-Time

Conjunctions
-Coordinating (and, but)
-Subordinating (because, however, although, not only . . . but also)

The following forms are samples which may be used by institutions or instructors for their recordkeeping.

Institutions may use alternate forms provided that the following information can be placed in a permanent, individual file:

1. Name
2. Registration Number, provided by the local CSO
3. Alien Number
4. Date entered the program, not the date the student entered a class
5. Level
6. Number of accumulated hours
7. Individual progress and evaluation
8. Date student advanced to next level
9. Date student terminated
10. Name(s) of instructor(s)

SUPERINTENDENT OF PUBLIC INSTRUCTION

REFUGEE PROJECT
Olympia, Washington 98504

Instructions: This form is to be used to indicate quarterly progress for individual students, and should be placed in a permanent file once complete.

Individual Progress

Name _____ Registration No. _____

Alien Number _____ Date Entered Program _____

Ethnic Group _____

Quarter: (Circle) Autumn Winter Spring Summer OR Dates __/__/__ to __/__/__

Year: _____

Semi-Intensive Level: PRELITERATE 1 2 3 BEGINNING 1 2 3

Intensive Level: BEGINNING ADVANCED BEGINNING INTERMEDIATE

Instructor(s): _____ Number of Hours: _____

Aural/Oral Production			Functional Literacy	
A/O 1 ____	A/O 11 ____	A/O 21 ____	L 1 ____	L 11 ____
A/O 2 ____	A/O 12 ____	A/O 22 ____	L 2 ____	L 12 ____
A/O 3 ____	A/O 13 ____	A/O 23 ____	L 3 ____	L 13 ____
A/O 4 ____	A/O 14 ____	A/O 24 ____	L 4 ____	L 14 ____
A/O 5 ____	A/O 15 ____	A/O 25 ____	L 5 ____	L 15 ____
A/O 6 ____	A/O 16 ____		L 6 ____	L 16 ____
A/O 7 ____	A/O 17 ____		L 7 ____	L 17 ____
A/O 8 ____	A/O 18 ____		L 8 ____	L 18 ____
A/O 9 ____	A/O 19 ____		L 9 ____	L 19 ____
A/O 10 ____	A/O 20 ____		L 10 ____	L 20 ____

Marks: S = Satisfactory N = Not Satisfactory
Absence of a mark indicates the Benchmark was not covered.
Not all Levels have 20 or 25 items

Comments: (Optional)

Date Student advanced to next level: _____ Date Student terminated: _____

I049QB.02

INSTRUCTIONAL PROGRAMS AND SERVICES
Adult Refugee Project
Old Capitol Bldg., FG-11, Olympia, WA 98504

ESD	CO	DIST

REFUGEE PROJECT MONTHLY REPORT

_____
Institution

_____
Submitted by (Coordinator or Administrator)

Month of _____
Quarter: 1 2 3 4
Date Quarter Begins: _____
Date Quarter Ends: _____

A. Enrollment

	Month	Quarter to Date
Enrollment at the beginning of the period	_____	_____
New Students (+)	_____	_____
Returning Students	_____	_____
Total Students Served	_____	_____
Terminated (-)	_____	_____
Total at the end of the period	_____	_____

Semi-Intensive

B. Student Levels (Report each month)

P1 _____ P2 _____ P3 _____ B1 _____ B2 _____ B3 _____ Intermediate _____

Intensive
Student Levels (Report each month)

Beginning _____ Advanced Beginning _____ Intermediate _____

C. Ethnic Groups (Report quarterly)

Lao ____ Mien _____ Hmong _____ Cambodian _____ VN _____ Ethnic Chinese _____
Eritrean _____ Ethiopian _____ Polish _____ Other East Europ.* ____ Iranian _____
Afghan _____ Other _____

*Please specify (Czech, Bulgarian, etc.)

D. Terminations (Report Quarterly)

Number of reaching maximum hours	_____
Number attaining all benchmarks	_____
Vocational training	_____
Lack of progress	_____
Non-attendance	_____
Employment	_____
Moved to another geographical area	_____
Personal reasons (unknown)	_____

E. Student Progress (Report quarterly)

Number advancing one level since last quarter	_____
Number advancing two levels since last quarter	_____
Number advancing three levels since last quarter	_____

DR. FRANK B. BROUILLET
Superintendent of Public Instruction

Old Capitol Building, FG-11, Olympia, WA 98504

IPS/653/85